Accountability Reform Overview

This overview describes the changes to Wisconsin's accountability system outlined in the Department of Public Instruction's (DPI) waiver proposal for ESEA flexibility.

ESEA Flexibility Waiver

The U.S. Department of Education (USED) has offered states the opportunity to apply for flexibility on certain provisions of the federal Elementary and Secondary Education Act (ESEA, currently known as NCLB, the No Child Left Behind Act). States' proposals must demonstrate how they will use this flexibility to implement the following principles:

- College- and career-ready expectations for all students,
- State-developed differentiated recognition, accountability, and support,
- Support for effective instruction and leadership, and
- Reduced duplication and unnecessary burden.

DPI posted a draft waiver proposal on January 23 to elicit feedback over a two-week public comment period, after which DPI refined the proposal for submission to USED by February 22, 2012. Changes affecting schools and districts are included in this overview. Some specific changes or plans included in the final draft that are a direct response to stakeholder input include:

- In addition to raising the mathematics and science credit requirements needed for graduation, DPI is advocating for 6.5 elective credits as a graduation requirement across the state, so that art, music, world languages, and technical courses may be a part of every student's high school experience. This is critical to Wisconsin teachers and families, and was a key finding of WEAC's *Speak Out for Wisconsin Public Schools*.
- In order that more students are recognized and included in this accountability system, and to avoid the masking of small subgroup performance, DPI will change the cell size used for accountability calculations from 40 to 20. This was a priority for the disability advocacy groups in Wisconsin. Additionally, a combined subgroup will be used when the binary subgroups (ELL, SwD, economically disadvantaged) do not meet cell size, in recognition of the need to closely monitor the performance of these traditionally high-needs student groups.
- DPI will continue to incorporate Universal Design for Learning principles into planning and development of resources for standards implementation, assessments, and instructional practices.
- DPI will raise cut scores on current assessments to reflect higher expectations for students during the two-year transition between current and next generation assessment systems. DPI will also propose funding to make the ACT suite available across the state, a specific request from school administrators.
- DPI confirmed support for the plans to waive SES in lieu of other extended learning opportunities as well as having significant parental input as part of these plans.

- In serving Focus Schools, DPI will be significantly increasing the capacity of Wisconsin's RtI Center to ensure a high quality, multi system of support, including additional interventions/supports for students with disabilities and English language learners.

College and career ready expectations for all students

Expanding upon "Every Child a Graduate" to focus on increasing expectations that ensure Wisconsin graduates are prepared for success in college and career, DPI is raising standards and making changes to assessment and graduation requirements.

Standards & Assessments

- **Full implementation of Common Core State Standards (CCSS) and Common Core Essential Elements (CCEE)**: Instruction based on CCSS and CCEE (alternate achievement standards) must be in place by the 2014-15 school year. Assessment of CCSS and CCEE proficiency will begin in the 2014-15 school year.
- **New Assessment Systems**: Proficiency on CCSS will be measured by new assessment systems being developed by the Smarter Balanced Assessment Consortium (replacing the Wisconsin Knowledge and Concepts Examination [WKCE]). Proficiency on the CCEE will be measured by the Dynamic Learning Maps Assessment (replacing the Wisconsin Alternate Assessment for Students with Disabilities [WAA-SwD]). Both assessments will be field tested in 2013-14 and required statewide in 2014-15. Beginning in 2014-15, these state assessments will move from fall to spring, and the high school assessment will move from grade 10 to grade 11. Both assessments will be given in grades 3-8 and 11. These online assessment systems will include end-of-year tests, as well as additional resources to help benchmark student progress throughout the year.
- **Raised Expectations**: The proficiency level on the Smarter Balanced assessment will be benchmarked against national and international standards. As a transition, the WKCE will use cut scores based on the more rigorous NAEP scale to calculate proficiency in reading and mathematics.
  - 2011-12: Current WKCE cut scores for proficiency remain in place for accountability. DPI will begin the process to convert WKCE cut scores, working collaboratively with DPI's Technical Advisory Committee and testing vendor to field test NAEP-based cut scores on the WKCE.
  - 2012-13: Finalize NAEP-based cut scores following field test results. Make adjustments to accountability calculations if found to be necessary in the evaluation. NAEP-based cut scores on WKCE will be used for accountability determinations in spring 2013.
- **College and Career Readiness**: DPI is proposing use of the EXPLORE-PLAN-ACT + WorkKeys package (the ACT suite) and will request funds in the Wisconsin 2013-15 biennial budget to support administration of these assessments statewide. The data gathered from these assessments enable academic growth to be measured throughout high school. Results also inform students, parents, and educators about the extent to which students are on-track for college and career. These assessments are supplemental to the 11th grade Smarter Balanced assessment, which will be used to measure proficiency on the CCSS beginning in 2014-15.
- **English Language Proficiency**: DPI and World-Class Instructional Design and Assessment (WIDA), housed at the University of Wisconsin-Madison, lead a consortium to develop a new English language proficiency assessment for English Language Learners (ELLs). The project,

Assessment Services Supporting ELLs through Technology Systems (ASSETS), will develop an online assessment system that measures student progress in attaining the English language skills needed to be successful in K-12 and postsecondary studies, and work. ASSETS will replace the ACCESS for ELLs assessment currently used in Title III accountability in 2015-16.

Graduation Requirements
- State graduation requirements will increase to include these specified 15 credits:
  - 4 credits of English language arts
  - 3 credits of mathematics (an increase from two credits)
  - 3 credits of science, engineering or technology with two of those years as traditional science or science equivalency courses (an increase from two credits)
  - 3 credits of social studies
  - 1.5 credits of physical education
  - 0.5 credit of health education
- In addition, DPI recommends putting into statute an additional 6.5 elective credits for graduation, as recommended by the State Superintendent last year. It is also recommendd that innovative dual enrollment programs be increased.
- These recommended requirements would result in a total of 21.5 credits necessary for graduation, in alignment with national averages and current local practice. This is a floor requirement as many districts will continue to require more credits, and most graduates will complete more credits than the new requirement in statute.
- These requirements will be in effect for students in the four-year adjusted cohort expected to graduate in 2016-17, pending legislation on graduation requirements.

State-developed differentiated recognition, accountability, and support
With the goal of developing a statewide accountability system that increases student achievement and promotes and supports school improvement across the state, DPI worked with a statewide school accountability design team, other stakeholders, and the Technical Advisory Committee to establish accountability measures that 1) are fair; 2) raise expectations; and 3) provide meaningful measures to inform differentiated recognitions, intervention, and support.

Comprehensive Statewide Accountability System
- Wisconsin's accountability system will include all schools receiving public school funds. This includes Title I schools, non-Title I schools; district, non-district, and non-instrumentality charter schools; and private schools participating in the state Parental Choice Programs.
- Full implementation of this accountability system beyond Title I schools is pending based on funding and legislative changes that may be required.

Accountability Index
- Beginning in 2012-13, a comprehensive accountability index will replace the current ESEA Adequate Yearly Progress (AYP) system. The index approach uses multiple measures and classifies schools along a continuum of performance.
- Schools and districts will be held accountable for outcomes in four priority areas that comprise sub-scales of the index:

- o Student achievement
- o Student growth
- o Closing achievement gaps
- o On-track to graduation and postsecondary readiness
- Index scores will be provided for each of the four sub-scale areas.
- In addition to the index scores, schools and districts will be held accountable for three specific performance expectations:
  - o <u>Test Participation</u> (elementary, middle, high school) – when test participation rates fall below an acceptable level, it impacts the comparability of a school's assessment results. Unacceptable test participation rates will result in a red flag for this specific performance expectation.
  - o <u>Dropout rates</u> (middle and high school) – the goal of all students graduating prepared for college and careers requires improved academic performance and retention of students in school. High dropout rates, regardless of school performance, will result in a red flag for this specific performance expectation.
  - o <u>Absenteeism</u> (elementary, middle, high school) – this indicator is highly correlated with low performance; if students are not in school they do not have access to important content and instruction. Absenteeism rates above the specified minimum will result in a red flag for this specific performance expectation.
- Overall accountability scores will be a combination of priority area scores on an index of 0-100.

Accountability Ratings

- Accountability index (0-100) will place schools and districts into one of six categories along the performance continuum:
  - o Significantly Exceeding Expectations
  - o Exceeding Expectations
  - o Meeting Expectations
  - o Meeting Some Expectations
  - o Meeting Few Expectations
  - o Persistently Failing to Meet Expectations
- Cut points for each category will be established through a standard setting process recommended by DPI's Technical Advisory Committee (TAC).
- The State will require interventions in Title I schools that demonstrate the lowest performance in the state (Priority Schools) and in schools with the largest achievement gaps in reading, mathematics, or graduation rate, or in which certain subgroups are the lowest performing in the state (Focus schools).

Accountability System Ratings and Levels of Support

Level of Support	Accountability Rating		
Rewards and Replication	Significantly Exceeding Expectations		
	Exceeding Expectations		
Local Improvement Efforts	Meeting Expectations		
	Meeting Some Expectations	AMO Line	**Focus = 10% of Title I Schools** Triggers State Interventions Title I funding only
State Interventions*	Meeting Few Expectations		
	Persistently Failing to Meet Expectations		**Priority = 5% of Title I Schools** Triggers State Interventions, Title I Funding only

*The placement of state interventions as a level of support reflects the long-term vision for a statewide model. At this time, state interventions will only be supported in Focus and Priority Schools.

Annual Measurable Objectives (AMOs)

- AMOs currently in place under NCLB will be used for 2011-12, including the scheduled increases for reading and mathematics:
  - 85% school attendance rate (elementary and middle schools)
  - 85% graduation rate, or 2% increase in graduation rate, or 5% increase if below 70% (high schools)
  - 87% of students scoring proficient or higher on WSAS reading
  - 79% of students scoring proficient or higher on WSAS mathematics
- Use of the accountability index, applying cut scores based on NAEP to the WKCE, and new baselines for AMOs will be in place for 2012-13 accountability determinations.
- Each school will have an individualized AMO to move them to meeting, exceeding, or significantly exceeding without any red flags (test participation, dropout rate, absenteeism).
- Schools that are not in the *Meeting Expectations* category will have AMOs that reflect the growth required to meet expectations within four years.
- A school or district cannot be in the top three categories if it missed its AMO or has any red flags (test participation, dropout rate, absenteeism). A school scoring low in any of the four sub-scale areas cannot be in the top category (*Significantly Exceeding Expectations*).

Subgroup Accountability

- A cell size of 20 students will be used for all accountability calculations, a change from 40 students. Reducing the cell size to 20 allows schools, districts, and the state to identify subgroups that may be struggling but would not be reported under larger cell size rules.
- A high-need supergroup that includes economically disadvantaged, English language learners, and students with disabilities only in cases in which each of these subgroups does not alone have the minimum group size of 20. This recognizes the importance of closely monitoring the needs of these groups and allows more schools to be included in accountability calculations.
- The accountability index is designed to emphasize the performance of every subgroup. The four sub-scale areas and index will prevent small subgroup performances from being masked.

Accountability Reporting

Year	Assessment	Scale used for accountability
2011-12	WKCE	Final year for current WKCE performance levels; begin field testing of cut scores based on NAEP
2012-13	WKCE	Use cut scores based on NAEP on WKCE student reports, and for school and district accountability report cards
2013-14	WCKE	Continue using cut scores based on NAEP for WKCE and accountability report cards
	Smarter Assessment Field Test Dynamic Learning Maps Field Test	Field test Smarter and Dynamic Learning Maps assessments and define performance cut scores to be used across <u>all</u> participating states
2014-15	Smarter Assessment System Dynamic Learning Maps	Fully implement Smarter and Dynamic Learning Maps assessment Smarter with consortia-defined performance cut scores

▪ DPI will field test new school and district report cards based on the accountability index, prior to implementing them statewide.

District Accountability
▪ Currently, district accountability is based on the aggregate of all district students within three separate levels: elementary, middle, and high school. This will continue, with an accountability index score calculated for each of the levels.
▪ The district AMO is to meet or exceed expectations at all three levels—elementary, middle and high school—and to have no schools in the *Persistently Failing to Meet Expectations* category.
  o If the aggregate scores for the district fail to meet expectations at all three levels, the district will miss the AMO. Additionally, districts that have any schools in the *Persistently Failing to Meet Expectations* category will receive a red flag and miss the AMO.
▪ For districts missing the AMO at all three levels —elementary, middle and high school—the state superintendent may require that a district-level diagnostic review must be completed to evaluate critical systems and structures within the central office, including but not limited to human resources, curriculum and instruction, finance, and leadership.

Support and Intervention
▪ <u>Overall Approach</u>
  o DPI will identify both high and low performing schools, but will focus interventions and supports on the lowest performing schools in the state.
  o Support and interventions will match the severity and duration of identified problems.
  o Districts will be the entry point for school improvement and district reform.

- DPI will establish one statewide system of support for all public-funded schools, pending funding. This replaces the current system of supporting only the lowest-performing Title I schools.

- Schools Persistently Failing to Meet Expectations
  - This includes all Title I Priority Schools (at least 5% of all Title I schools in the state), and all other schools that receive public funding including non-Title I schools, charter schools and schools that participate in the Parental Choice Program as determined by the accountability index.
  - For Title I schools, beginning in Fall 2012, the mandate of Supplemental Education Services (SES) under NCLB will no longer be required. In lieu of these requirements, districts will be required to submit a plan detailing the extended learning opportunities for eligible students. Parent consultation in the development of the plan must be documented. The plan must be approved by DPI.
  - Traditional public schools have the following options:
    - Schools in this category participate in a comprehensive, on-site diagnostic review to pinpoint problem areas, followed by development of a reform plan aligned to the findings in the diagnostic review. The plan must be approved by DPI. Schools must contract with a state-approved turnaround partner to implement reform plans. Improvement plans must focus on improving core instruction in reading and mathematics.
    - Closure.
    - Charter schools and schools participating in the Parental Choice Program must implement similar requirements as traditional public schools.
  - For schools that fail to show demonstrable improvement after three years, the state superintendent will intervene.
  - Specific interventions will vary depending on school type (public, parental choice, charter) and on the needs of the school and their specific performance indicators. Examples include extended learning time, targeted reading and mathematics supports, professional development and implementation assistance.
  - Supports will include online resources, and technical assistance from the Wisconsin Response to Intervention (RtI) Center, Cooperative Education Service Agencies (CESAs), and DPI staff.
  - DPI will conduct quarterly onsite visits each year to monitor progress.

- Schools Meeting Some Expectations or Meeting Few Expectations
  - This includes all Title I Focus Schools (at least 10% of all Title I schools in the state), and all other schools that receive public funding including non-Title I schools, charter schools and schools that participate in Parental Choice Programs as determined by the index.
  - Schools must participate in an online state-directed self assessment of the current core reading and math curriculum including interventions for struggling students. The school must develop an improvement plan based on the diagnostic review, and implement RtI, working closely with the Wisconsin RtI Center. Specific interventions in the plan must address identified problem areas. The plan must be approved by DPI.

- o DPI will conduct electronic reviews of each school's progress and monitor throughout the year.

- Schools Exceeding Expectations and Significantly Exceeding Expectations
  - o Resources will be electronically available to all schools in the state that wish to conduct a self-assessment to establish a plan for continuous improvement.
  - o Supports will include online resources, and technical assistance from the Wisconsin Response to Intervention (RtI) Center, CESAs, and DPI staff.

School Recognition
- The top performing schools will be publicly recognized.
- The Wisconsin *Schools of Recognition* Award will be expanded to include non-Title I schools, charter schools and schools that participate in the Parental Choice Program and will identify schools making significant progress. There will be three types of awards:
  - o Schools that "beat the odds:" Title I receiving schools that are in the top quartile of poverty for the state and show high achievement
  - o High-Performance Schools: schools falling into the *Significantly Exceeding Expectations* category (i.e., schools with a very high index score and no unacceptable-performance flags)
  - o High-Progress Schools: schools that demonstrate the most growth on an annual basis
- The state will look to a sample of high performing schools to identify best practices and share statewide, particularly with those schools not meeting expectations.
- Schools selected for recognition must meet their AMO and not miss any of the three performance expectations (test participation, dropout rate, and absenteeism).

Support for effective instruction and leadership
The primary purpose of the Wisconsin Framework for Educator Effectiveness is to develop a system of continuous improvement of educator practice—from pre-service through service— that leads to improved student learning. The system established by the Educator Effectiveness Design Team was designed to evaluate teachers and principals through a fair, valid, and reliable process using multiple measures across two main areas: educator practice and student outcomes.

- All public school teachers and principals will be included in the evaluation system.
- Both principal and teacher evaluations will include multiple measures of educator practice and student outcomes. Educator practice will count for half of the evaluation; student outcomes will count for half of the evaluation.
- The evaluation system will include formative and summative elements, and will link directly to the educator's professional development plan.
- The system will be fully implemented in the state by the 2014-15 school year.
- Individual educator ratings are confidential and will not be publicly reported.

Reduced duplication and unnecessary burden
DPI is aligning a number of efforts to reduce duplication and unnecessary burden on districts. District data collection will be streamlined as a result of the transition to a statewide student information system

*(SSIS). Methods of making data available directly to districts, as well as to the public, will be localized and made more timely through the SSIS and a new reporting system called the Wisconsin Information System for Education dashboard (*WISE*dash).*

- **Single Statewide Student Information System**: Districts will begin transitioning to a single student information system in Fall 2012. There is a five-year implementation timeline for this system, which will reduce duplication of reporting efforts, increase timeliness of data access, and allow districts more time to focus on using data to inform important educational decisions.
- **Single Reporting System:** WISE*dash*, a single reporting system for school/district accountability reporting, will include a plethora of pre-defined and user-defined reports including student growth percentiles, enrollment, course-taking, postsecondary enrollment, literacy, and more. WISE*dash* will be released initially in secure format only (i.e., for authorized district personnel to use via a login); eventually WISE*dash* will also house public reports and replace DPI's current public data reporting systems.
- **Consolidated Reporting Requirements**: School- and district-required performance reports will be replaced by new school and district report cards, allowing these reporting requirements to be met without the need for districts to create separate reports.

Stakeholder Involvement

- **Involvement during Development**: Changes to Wisconsin's accountability system described in this document are the result of much deliberation and collaboration with stakeholders. The work of the School & District Accountability Design Team, as well as input from various educational stakeholders, informed the design of this new accountability system. DPI will continue to engage stakeholders throughout the state as this system develops.
- **Public Survey:** The DPI survey that accompanied the waiver draft request during the two-week public comment period resulted in input and guidance from over 700 respondents including educators, parents and other key education stakeholders. Survey results were utilized to clarify and modify the waiver request.

Draft School Report Cards

This appendix includes two draft mock-ups of what a school report card would look like under Wisconsin's new school accountability system. Data on these mock-ups are illustrative and do not represent actual Wisconsin schools. Details on these mock-ups such as score components, numerical values, weighting, labels, score ranges, titles, and web addresses are illustrative and do not represent final determinations or active systems.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

School Rating

82 **Meeting Some Expectations**

Significantly Exceeding Expectations	**91-100** *and no red flags*	
Exceeding Expectations	**76-90** *and no red flags*	
Meeting Expectations	**61-75** *and no red flags*	
Meeting Some Expectations	**51-60** *or >60 with ≥1 red flag*	
Meeting Few Expectations	**41-50**	
Persistently Failing to Meet Expectations	**0-40**	

Recent Performance
School Scores Last 5 Years

08-09	09-10	10-11	11-12	12-13
74	74	79	83	82
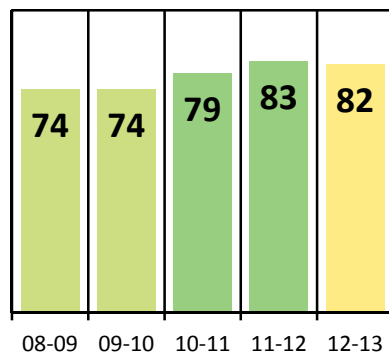
Enrollment
453

Demographics

Race/Ethnicity

American Indian	1%
Asian	7%
Black (not Hispanic)	25%
Hispanic	31%
White (not Hispanic)	36%

Student Groups

Students with Disabilities	27%
Economically Disadvantaged	55%
English Language Learners	31%

School Accountability Index

Student Achievement	**91 / 100**
Reading Achievement	46 / 50
Mathematics Achievement	45 / 50
Student Growth	**89 / 100**
Reading Growth	42 / 50
Mathematics Growth	47 / 50
Closing Achievement Gaps	**70 / 100**
Achievement Gaps	32 / 50
Growth Gaps	38 / 50
On-Track Indicators	**79 / 100**
3rd Grade Reading Achievement	24 / 30
8th Grade Math Achievement	22 / 30
Attendance	33 / 40
OVERALL SCHOOL SCORE	**82 / 100**

School score is the average of the four subscale area scores.

School Accountability Expectations

Index Improvement Goal

This Year's Goal	75
School Score	82

Test Participation

Minimum Rate	95.0%
Lowest Subgroup	97.4%

Dropout Rate

Maximum Rate	6.0%
School Rate	0.4%

Absenteeism 🚩

Maximum Rate	13.0%
School Rate	13.3%

School Rating Determination

Overall School Score	**82**
Number of Red Flags	**1**

→ **Meeting Some Expectations**

DRAFT – 2/20/12

dpi.wi.gov/reportcard

Big Woods High| Public High School
School Report Card | Summary | 2012-13 School Year

School Rating

86

Exceeding Expectations

Significantly Exceeding Expectations *and no red flags*	**91-100**
Exceeding Expectations *and no red flags*	**76-90**
Meeting Expectations *and no red flags*	**61-75**
Meeting Some Expectations *or >60 with ≥1 red flag*	**51-60**
Meeting Few Expectations	**41-50**
Persistently Failing to Meet Expectations	**0-40**

School Accountability Index

Student Achievement	**92 / 100**
Reading Achievement	47 / 50
Mathematics Achievement	45 / 50

Closing Achievement Gaps	**72 / 100**
Achievement Gaps	31 / 50
Graduation Gaps	41 / 50

Postsecondary Readiness	**94 / 100**
Graduation	58 / 60
ACT Performance/Participation	18 / 20
Attendance	18 / 20

OVERALL SCHOOL SCORE	**86 / 100**
School score is the average of the three subscale area scores.	

Recent Performance
School Scores Last 5 Years

08-09	09-10	10-11	11-12	12-13
80	79	83	84	86
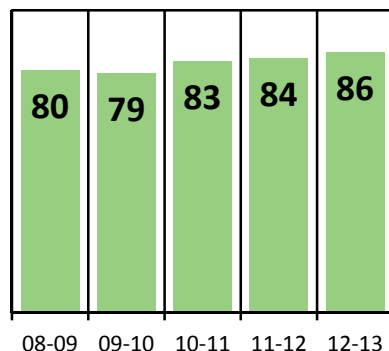
School Accountability Indicators

Index Improvement Goal		**Test Participation**	
This Year's Goal	77	Minimum Rate	95.0%
School Score	86	Lowest Subgroup	96.3%

Dropout Rate		**Absenteeism**	
Maximum Rate	6.0%	Maximum Rate	13.0%
School Rate	2.2%	School Rate	8.3%

School Rating Determination

Overall School Score	**86**	→	**Exceeding Expectations**
Number of Red Flags	**0**		

Enrollment
605

Demographics

Race/Ethnicity

American Indian	2%
Asian	8%
Black (not Hispanic)	19%
Hispanic	28%
White (not Hispanic)	43%

Student Groups

Students with Disabilities	29%
Economically Disadvantaged	48%
English Language Learners	28%

DRAFT – 2/20/12

dpi.wi.gov/reportcard